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ABSTRACT

The Employment Training and Transition Model is presented as a comprehensive classroom model whose goal is to prepare students with severe handicaps to work, live, and recreate in their home communities while in high school and after graduation. The model is built on the assumption that high school programs should be integrated, age-appropriate, community-referenced, future-oriented, comprehensive, effective, and should involve parents. The model defines these values in a way that allows them to be measured and defines target levels of performance. Classroom procedures have been designed to support achievement of those standards. This visitors' packet contains background information about the model, followed by a high school implementation checklist, which focuses on seven areas of model implementation: student integration; development, monitoring, and updating of individualized education programs; effective instructional design and delivery; placement of students in supported employment; management of classroom tasks and resources; consumer satisfaction with classroom operation and student outcomes; and district policies that support the model. The packet also contains a sample individualized education program, a sample transition plan, definitions of job clusters, vocational training formats, answers to common questions about the Employment Training and Transition Model, and a resource list. (JDD)

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January, 1988

Visitors' Guide
Employment Training and Transition Model

Welcome to a classroom that uses the Employment Training and Transition Model (ET & T). ET & T is a comprehensive classroom model whose goal is to prepare high school students with severe handicaps to work, live, and recreate in their home communities now and after graduation. The model is designed to be implemented in any self-contained class on a regular high school campus. It is built on the assumption that high school programs should be integrated, age-appropriate, community-referenced, future oriented, comprehensive, effective and involve parents. The model defines these values in a way that they can be measured, and defines target levels of performance. Classroom procedures have been designed to support achievement of those standards.

The Visitors' Guide has been developed to direct your attention to key elements of the model, and their interrelationships.

Curriculum

The classroom uses the Activities Catalog rather than a traditional curriculum. The Catalog is organized into domains that reflect demands and opportunities of adult life -- work, leisure, and personal management -- rather than traditional academic or developmental domains. The Catalog contains important adult activities, like shopping for groceries or preparing a meal, rather than isolated skills lilke making change or naming the four food groups. There is no logical order for teaching adult tasks. Whether you learn to wash clothes at a laundromat before or after you learn to clean the kitchen is more a question of family preference than any logic of the subject matter. Academic-skills are practiced in the context of activities,, not taught in isolation. Significant efforts are made to adapt activities or develop alternate performance strategies so that even students who lack presumed cognitive or motor prerequisites can participate successfully.

Virtually all students will receive job training in community sites. Rather than assuming that students must be "ready" before they can receive work training, relevant "prevocational skills" are taught in the context of an ongoing work environment. In general, students will have a community-based different work training opportunity each term. Those work training opportunities will reflect a variety of job clusters and training formats (individual job, crew, enclave).

Individualized Education Programs

Since, like any catalog, the Activities Catalog presents more than one could possibly buy (or in this case, have time to teach!) parents and teachers must make careful choices of valued activities for individual students. The IEP consists, quite literally, of an order from the Catalog for each student. IEP meetings are held in the spring and follow a negotiation format that is responsive to parents values and to the fact that there is simply not time to teach everything. Activity goals are rank ordered to ensure that training resources are directed first to priority goals.

Classroom Schedule

A detailed classroom schedule is necessary if a teacher is to implement 10-12 truly individualized education programs. The schedule in an ET & T classroom is built entirely from students' IEPs. No activities are scheduled that are not included on an IEP. The schedule specifies the particular activity goals each student works on each period of the day each day of the week, as well as where training takes place, and who is the trainer. A separate period-by-period display schedules classroom staff (teacher, teaching associates, related service staff, peer tutors) so that they, too, know whom they should be teaching and what and when.

The classroom schedule makes some of the values of the model obvious. For example, to ensure integration one goal of the model is that each student has at least 25 scheduled contacts with nonhandicapped peers per week. Looking at the schedule for each students you should be able to count those 25 integrated opportunities. They might include work with peer tutors, participation in a regular class (PE, home economics, etc.), all school breaks, or community training. Another outcome of the model is community based training. Specific goals are that students 15-17 years old spend at least 25% of their time in community training and that students 18-21 years old spend at least 35% of their time off campus learning work, living, and leisure activities.

Peer Tutors

Peer tutors are an integral part of the ET & T classroom. In addition to providing training in the classroom and community, their presence increases the likelihood of classroom students developing friendships with nonhandicapped peers. Peer tutor programs also educate nonhandicapped students about handicapping conditions, teaching technology and data management. With training and supervision, peer tutors provide both effective training and advocacy for their fellow students.

Instructional Programs

For each goal on a student's IEP there is a written instructional program. These programs, in turn, are organized into packets that organize the program and data for community performance, the program and data sheets for any related in-class simulation, and data summaries, as well as a record of time spent in instruction. A program packet is developed for each instructional group which may include 1-3 students depending on the scheduleand student IEPs. Data on task acquisition and student errors are used to adjust training procedures.

Master Calendar

In addition to transitional instructional responsibilities, the teacher in an ET & T classroom also assumes the roles of manager. As a management tool, the Master Calendar allows the teacher to delegate tasks and responsibilities such as contacting parents, calculating instructional time, or preparing materials during noninstructional staff time. The Master Calendar is completed through the end of the school year, and it helps guarantee that important objectives (and routine tasks!) are not overlooked.

Classroom Meetings

Classroom meetings are held at least every two weeks and include teacher, classroom, and support staff. The agenda reviews student, staff and classroom outcomes, and covers new assignments, tasks and timelines. Minutes from meetings are publicly posted in the classroom and specific staff task assignments transferred to the Master Calendar.

Transition Planning

ET & T includes several elements that directly address the need for transition planning. As soon as students enter high school, representatives from relevant adult service agencies are invited to IEP meetings to get to know the student and his or her family, and to become familiar with the program in the high school. For students who are 18 years old, formal transition plans are developed at the IEP. That plan involves parents, teacher, case manager, and relevant others: identifies major post-school needs (employment, residence, leisure, income and medical supports, ongoing advocacy, etc.), and identifies necessary tasks and timelines. Each ET & T site coordinates the compilation of a Transition Handbook for parents (and teachers!) that includes generic information about post-school services, and data on consumer outcomes in all work and residential programs in the county.

We hope you enjoy your visit. We welcome comments and/or questions concerning the ET & T model. Feel free to contact:

Carla Jackson
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Old Capitol Building, FG-11
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Doc 8:23

E T & T

PROGRAM VALUES

Integrated

Educating severely/moderately handicapped students in the least restrictive environment now means attending regular education schools along with same aged non-handicapped peers. This setting better reflects the heterogeneous nature of the community that handicapped students will be expected to function is as adults. Because mere existance of a special education class within a regular high school is not enough to insure integration with non-handicapped peers, opportunities such as lunch, assemblies, use of regular education facilities, classes and peer tutors must be scheduled by the special education teacher. Opportunities for integration must also be a consideration in the proximity of the special education classroom within the high school. There is an increased likelihood that students will interact with non-handicapped peers during transitions when a classroom is positioned between regular education classes, rather than isolated in a special education wing or module.

Age Appropriate

It is essential that teachers of severely/moderately handicapped students use instruction, goals, methods, and materials that highlight similarities with non- handicapped school mates. A classroom that previously used colored blocks for counting should evaluate whether this activity and the materials used would ever be performed by non-handicapped peers or adults. Counting dollars in a store to pay for groceries on the other hand, is not only age-appropriate for a high school student, but also have a functional outcome.

Community Referenced

A program which aims to prepare students to live as independently as possible in the community can only measure its success by student's actual performance in that community. All too often students have been taught in-class skills which are assumed to be prerequisites to community access. The sad fact is that after instruction is completed, student's ability to generalize pre-skills from classroom to community is minimal at best. Assessing the local community to determine IEP goals and then delivering instruction in the target environment insures that teacher instruction is a relevant and efficient means to achieve the critical outcome: competent performance in community living.

Future-oriented

A program for students with moderate/severe handicaps should focus on what vocational, leisure, and personal management prospects will be available for the student to access in the future. For instance, despite the sometimes bleak vocational outlook for students after graduation, preparation for workshop employment exclusively takes off the pressure to expand adult vocational services and limits students when competitive employment opportunities become available. By being informed of the limitations in current work options, parents can advocate for the development of increased or novel programming efforts.

SPI DR FRANK B. BROUILLET Superintendent of Public Instruction Old Capitol Building FG 11 Olympia WA 98504

Comprehensive

If students are to be independent in a variety of post-school settings, programs must prepare students to gain access to work, living, and leisure opportunities in their local community. By concentrating on all three areas, students will become proficient in those activities most likely to effect their self sufficiency as active community members.

Parent Involvement

Traditionally, parent involvement has been limited in special education programs. However, without input regarding parent/family values and life styles much of what is taught at school may have little likelihood of being performed outside of school house. Parents are therefore involved in actively developing the student IEP. In addition, ongoing scheduled contacts with parents help the teacher determine if students are receiving the opportunity to perform school taught IEP goals at home or in the community.

Effective

The above values embodied into a program for learners with moderate/severe handicaps will be inadequate unless it can be determined that the program is in fact increasing a student's independence and competence. To determine whether the program is truly effecting the quality of life in student's vocational, leisure, home, and community environments, standards must be designed to measure student's level of independence in actual performance settings. We can all agree on a set of values, but unless we have an objective means of measuring our intentions, our values may never be translated into action.

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HIGH SCHOOL IMPLEMENTATION CHECKLIST

School _____

Teacher _____

Date of Site Implementation _____

School Year _____

REVIEW DATES _____ _____ _____

Accomplishment	1 Met	1 Total	1 %	2 Met	2 Total	2 %	3 Met	3 Total	3 %
1.0 Students Integrated									
2.0 IEPs Developed, Monitored, and Updated									
3.0 Effective Instruction Designed and Delivered									
4.0 Students Prepared for and Placed in Supported Employment									
5.0 Classroom Tasks and Resources Managed									
6.0 Consumers Satisfied with Classroom Operation and Student Outcomes									
7.0 District Policies in Place that Support Model*									
TOTAL									

REVIEW TEAM: _____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

*Teacher not responsible for these items

Timeline for new items:
F = to be evaluated at Fall review
W = to be evaluated at Winter review
S = to be evaluated at Spring review
B = Bonus point for 87/88

E T AND T IMPLEMENTATION CHECKLIST

STATUS KEY

2 Meets standard as stated
1 Meets standard at 50% or more
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Accomplishment 1.0 STUDENTS INTEGRATED IN SCHOOL AND COMMUNITY

Timeline for New Items	Element	Data Source	Standard	Status 1	2	3	Comments
	1.1 Interactions with non-handicapped peers during school hours	Classroom Schedule	Each student will have at least 25 scheduled opportunities to interact with non-handicapped peers weekly. These opportunities may occur (a) in integrated class, (b) during lunch and other breaks, (c) while working with peer tutors, or (d) in community-based training.				
	*1.2 Contact with non-handicapped schoolmates during after school hours	Activity Log	Each student will complete at least one activity per term with non-handicapped peers outside of school hours. This activity (a) occurs after school or on the weekend, (b) occurs with a non-handicapped school mate, or peer from the student's neighborhood, and (c) does not involve a "special" activity organized primarily to accommodate individuals with disabilities.				
B	1.3 Instruction in community settings	Classroom Schedule	a. Each student between 15-17 years of age will spend at least 25% (30%*) of the week in community training sites. This may include training in vocational, personal management, or leisure domains. b. Each student between 18-21 years of age will spend at least 35% (40%*) of the week in community training sites. This may include training in vocational, personal management, or leisure domains.				
W	1.4 Age Appropriate	Reviewer's Analysis	Classroom and instructional materials are commensurate with same aged nonhandicapped peers.				

*Item is not required but adds credit.
**Review item during each trimesterly review only until it meets standards.

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Accomplishment 2.0 INDIVIDUALIZED EDUCATION PROGRAMS DEVELOPED, MONITORED, AND UPDATED

Timeline for New Items	Element	Data Source	Standard	Status 1	2	3	Comments
	**2.1 Functional community-referenced curriculum	Teacher and Supervisor Report	Classroom uses the Activities Catalog as the primary curriculum.				
	**2.2 Individualized Education Programs (IEPs)	Five randomly selected IEP files	All IEPs include:				
			a. A statement of current functioning that summarizes student performance on annual activity goals and includes a recommendation to continue or discontinue each goal.				
			b. A completed HAI or other catalog-referenced assessment.				
			c. Annual activity goals and short term objectives that specify the activity, location or instances of performance, and criterion.				
			d. Description of alternative performance strategies.				
			e. Delineation of responsibilities and timelines required to implement each activity goal.				
			f. Goals in work, leisure, and personal management domains.				
			g. A rank ordering of all annual activity goals that has been negotiated with parents.				
			h. An active vocational training matrix or resume.				
			i. An active Transition Checklist.				
			The IEP is a single, integrated document that embeds related service objectives in annual activity goals.				

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Accomplishment 2.0 INDIVIDUALIZED EDUCATION PROGRAMS DEVELOPED, MONITORED, AND UPDATED (Continued)

Timeline for New Items	Element	Data Source	Standard	Status			Comments
				1	2	3	
S	**2.3 Transition Plan	IEPs or individual files for all students 18 years of age and older	For each student 18 years old or older a transition plan has been developed that specifies: a. Post-school vocational placement, b. Post-school residential placement, c. Out-of-school leisure opportunities, d. A long-term support plan, e. Tasks, responsibilities and timelines, and f. Completed interagency Transition Agreement (if applicable).				

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Accomplishment 3.0 EFFECTIVE INSTRUCTION DESIGNED AND DELIVERED

Timeline for New Items	Element	Data Source	Standard	Status 1	Status 2	Status 3	Comments
F	3.1 Time in Instruction	Summary of instructional time of all program packets (analysis includes 5 weeks prior to review of not more than 10 program packets). (An alternative system for determining time in instruction may be used if it provides comparable outcome data).	80% of scheduled time is spent in instruction.				
W	3.2 Progress in Instructional Programs	Ten randomly selected program packets	Student progress in all instructional programs will be evidenced by: a. An up-to-date summary of student progress. b. Student movement through instructional program phases or steps or increasing the components of an activity that can be done independently, and c. Documented changes in instructional procedures within 10 training sessions or 3 weeks based on student performance data.				

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Accomplishment 3.0 EFFECTIVE INSTRUCTION DESIGNED AND DELIVERED (Continued)

Timeline for New Items	Element	Data Source	Standard	Status			Comments
				1	2	3	
W	3.3 Instructional Delivery	Supervisor or project staff report based on direct observation using an appropriate instrument. Project staff must observe 2 out of 3 trimester reviews, on to include group instruction and on individual instruction.	Observations of teacher instructional sessions inddicate: a. Pacing of instruction is appropriate; b. Presentation of antecedents, reinforcers, and corrections are appropriate in content and timing; and c. Instructional procedures maximize the probability of student success.				
W	3.4 Instructional Programs	Program packets; Observation of classroom and community programs	The instructional program for both classroom and community-based training components include: a. Task analysis specifying generic discriminative stimuli and responses; b. A sequence of training locations that sample the range of expected performance environments; c. A sequence of instructional examples to be presented during training sessions; d. Appropriate data collection system; and e. Data taken at least twice per week unless program is at maintenance (80% or above).				

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Accomplishment 3.0 EFFECTIVE INSTRUCTION DESIGNED AND DELIVERED (Continued)

Timeline for New Items	Element	Data Source	Standard	Status			Comments
				1	2	3	
F	3.5 Design of In Class Instruction	Five randomly selected program packets	In class instruction to support IEP activities: a. Include relevant stimuli found in natural settings; b. Include response topography demanded by natural environment; and c. Include a sequence of training in at least one natural setting. The effectiveness of in class instruction should be judged by improved performance in the natural setting. Data should track student performance in the in class instruction and in the natural setting.				
	3.6 Behavior Management	Behavior program files	Each written behavior program should include a/an: a. Behavioral objective; b. Description of the target behavior; c. Intervention strategy including procedures for training reinforcement and punishment schedules; d. Criterion for program changes and completion; e. Measurement system; and f. Up-to-date summary of student performance. Behavior programs should comply with any additional LEA procedural protection or guidelines regarding intrusive interventions.				

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Accomplishment 4.0 STUDENTS PREPARED FOR AND PLACED IN SUPPORTED EMPLOYMENT

Timeline for New Items	Element	Data Source	Standard	Status			Comments
				1	2	3	
F	4.1 Community-based work-training	Classroom Schedule	All students will have work-training opportunities in the community. a. Each student 15-17 years old will spend a minimum of 15% of the instructional week in community based* vocational preparation. b. Each student 18-21 years old will spend a minimum of 30% of the instructional week in community-based vocational preparation. For students 17 years and under, in school placements may be acceptable as per students' IEP. Placements should be regular, lasting at least 1 hour/day at least 4 days/week. Placements should also provide opportunities for interaction with nonhandicapped co-worker if at all possible.				
	4.2 Variety of Work Training Opportunities	Five randomly selected IEP files	Student IEPs identify: a. A minimum of two different vocational training opportunities for the year. b. Placements that are different from placements targeted on previous IEPs, and sample different job clusters and training formats. Rotation is based on student performance data.				

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Accomplishment 4.0 STUDENTS PREPARED FOR AND PLACED IN SUPPORT EMPLOYMENT (Continued)

Timeline for New Items	Element	Data Source	Standard	Status			Comments
				1	2	3	
	*4.3 Placement at Graduation	Final transition plan. Interview with adult services case-manager.	By spring of their final year in school, all students are placed in "acceptable" vocational and residential alternatives. An acceptable placement is one which (a) is consistent with pre-graduation placements and formats, (b) reflects the student's performance in vocational, personal management, and leisure activities, (c) reflects student and family preferences, and (d) is available upon graduation.				

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Accomplishment 5.0 CLASSROOM TASKS AND RESOURCES MANAGED

Timeline for New Items	Element	Data Source	Standard	Status 1	Status 2	Status 3	Comments
	5.1 Develop Classroom Schedules	Classroom Schedules	Classroom Schedule is posted and specifies: a. Time of instructional periods; b. Instructional groups; c. Specific location for instruction; and d. Staff person assigned to each instructional group. All students should have training or maintenance sessions scheduling during each period of the day. Activities should be scheduled at a time natural for their occurrence. Classroom schedule should be current and followed, or an alternative schedule provided.				
B	*5.2 Weekly Tasks Completed	Teacher Master Calendar or alternative system for task monitoring (all weekly summaries since last review)	Classroom staff (teachers, aides, related service personnel, and practicum students) complete 80% of tasks assigned.				

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Accomplishment 5.0 CLASSROOM TASKS AND RESOURCES (Continued)

Timeline for New Items	Element	Data Source	Standard	Status 1	Status 2	Status 3	Comments
	5.3 Task Delegation and Monitoring	Teacher Master Calendar (or alternative system for task monitoring)	The Teacher Master Calendar:				
			a. Is current and posted.				
			b. Assigns critical tasks to one or more staff members.				
			c. Tracks completion of tasks assigned. Such tasks might include:				
			(1) Classroom, building, and district meetings;				
			(2) IEP or transition meetings;				
			(3) Summary of student performance data;				
			(4) Summary of percent of instruction time;				
			(5) Parent contacts;				
			(6) Peer tutor observation(s);				
			(7) Employers contact(s);				
			(8) Development of instructional programs; and				
			(9) Development of instructional materials.				
W	5.4 Classroom Meeting	Meeting Minutes	Classroom meetings:				
			a. Occur every two weeks.				
			b. Report classroom status on student progress in instructional programs.				
			c. Report other classroom items which might include:				
			(1) Tasks delineated at previous quarterly review;				
			(2) Percent of instructional time;				
			(3) Amount of community-based training;				

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Accomplishment 5.0 CLASSROOM TASKS AND RESOURCES MANAGED (Continued)

Timeline for New Items	Element	Data Source	Standard	Status			Comments
				1	2	3	
			(4) In-school and out-of-school contact with non-handicapped peers; (5) Parent contacts; (6) Employer contacts and satisfaction; and (7) Peer Tutor observations and attendance, (8) Weekly concerns.				
			d. Delineate tasks and timelines for following two week period for each member.				
	5.5 Management of Peer Tutors	Attendance and Assignment Summary Sheets	The class has a formal recognized program of peer tutoring. There should be a formal tracking system that records: a. Attendance of each peer tutor; b. Observations at least every 2 weeks; c. A summary of completion of extracurricular activities (if applicable); d. A summary of out-of-school activities (if applicable); and e. A summary of other assignments (if applicable).				
B	*5.6 Management of Classroom Staff	Teacher report on direct observation (observation must be each quarter or every 9 weeks)	Observation of paraprofessional staffs instructional sessions to include: a. Pacing of instruction is appropriate; b. Presentation of antecedents, reinforcers, and corrections are appropriate in content and timing; and c. Instructional procedures maximize the probability of student success.				

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Accomplishment 6.0 CONSUMERS SATISFIED WITH CLASSROOM OPERATION AND STUDENT OUTCOMES

Timeline for New Items	Element	Data Source	Standard	Status 1	2	3	Comments
	6.1 Parent Orientation	Teacher or Supervisor Report	A parent orientation to the Activities Catalog and IEP procedures is conducted each year there are students entering the classroom. The orientation includes: a. A rationale for curriculum modifications; b. A description of the Activities Catalog; and c. A description of the parents' role in the IEP process.				
W	6.2 Teacher-Parent Contact	Home Contact Sheet Contacts will be evaluated by quarterly completion of the Home Contact Sheet	Classroom staff will have contact with each family each grading period. Contacts should include: Report to parents: a. Progress on IEP goals; and b. Anticipated program changes. Report from parents: a. Progress on IEP goals outside of school; b. Questions or comments concerning student progress on IEP goals. c. Request for further contact. The IEP/transition meeting may count as one contact.				

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Accomplishment 6.0 CONSUMERS SATISFIED WITH CLASSROOM OPERATION AND STUDENT OUTCOMES (Continued)

Timeline for New Items	Element	Data Source	Standard	Status 1	2	3	Comments
S	6.3 Building-Level Information	Principal Agenda or Teacher Report; or Review of Product	At least once each year, there should be formal information about the classroom available to regular high school staff. This information may be disseminated through a formal inservice, a presentation in a faculty meeting, articles in the school newspaper, or other similar means.				
F	6.4 Employer Satisfaction with Students and Trainers	Employer Contact Log Monthly Teacher Reports (may be conducted by phone, mail or in person)	Monthly contacts should be made to each community employer. Contacts should include: a. Student(s) movement toward target performance levels; and b. Trainer(s) responsibilities adequately performed.				
W	6.5 Principal Update	Agenda	Teacher will meet with principal twice a year to upate on program. Agenda items might include: a. Teacher yearly goals; b. Joint goals; c. Principals Primer; d. Strategies to increase integration of students into the high school; and e. Trimesterly review report.				

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Accomplishment 7.0 DISTRICT PROCEDURES IN PLACE THAT SUPPORT MODEL IMPLEMENTATION

Timeline for New Items	Element	Data Source	Standard	Status 1	2	3	Comments
	**7.1 Statement of Program Purpose	A written program purpose statement	A written program purpose statement: a. Is on file at the LEA office; b. is available for public distribution; c. Includes specific statements pertaining to: - Maximum integration of students with severe handicaps into school and community activities, - The need for age-appropriate curriculum, materials and instructional techniques, and - The need for non-categorical programs.				
	**7.2 Classroom Location and Student Placement	Reviewer's Analysis	a. Classroom is located in a building near a local business area and centrally located within a regular junior or senior high. b. Age of students is commensurate with peers in building. c. Classroom/district encourages heterogeneous groupings of students.				
	7.3 Scheduling of IEP Meetings	IEP Files	All IEPs are completed in the spring prior to end of school year regardless of a student's anniversary date.				
	7.4 Staff Roles and Policies	LEA Job Descriptions Classroom Schedule	Job descriptions of secondary support staff include statements which specify the staff member will: a. Act as a consultant to the teacher in the development of IEPs; b. Administer assessments in community sites;				

*Item is not required but adds credit.
**Review item during each trimesterly review only until it meets standards.

E T AND T IMPLEMENTATION CHECKLIST

STATUS KEY

2 Meets standard as stated
1 Meets standard at 50% or more
0 Meets standard at less than 50%

Accomplishment 7.0 DISTRICT PROCEDURES IN PLACE THAT SUPPORT MODEL IMPLEMENTATION (Continued)

Timeline for New Items	Element	Data Source	Standard	Status 1	2	3	Comments
			c. Deliver instruction in community sites; and d. Coordinate goal development, assessment, and instruction with the teacher, aide, and other support staff.				
	7.5 Classroom Supervision and Evaluation	Supervisor Report	a. The supervisor conducts 2 observations of the classroom teacher and aides annually, reviewing: (1) Organizational goals; (2) Student progress; (3) Instructional time; (4) Scheduled weekly tasks completed; and (5) Instructional delivery. b. The supervisor will conduct trimesterly fidelity reviews with project staff and participate in the review debriefing.				
W	7.6 Procedures to Support Community-Based Instruction	LEA Procedural Handbook	There should be on file: a. A written statement that specifies that the district is responsible for securing reasonable transportation for community-based instruction; b. A written statement that specifies the types of transportation covered by district liability insurance policies; c. A written statement that specifies liability coverage for peer tutors; and				

*Item is not required but adds credit.

**Review item during each trimesterly review only until it meets standards.

Accomplishment 7.0 DISTRICT PROCEDURES IN PLACE THAT SUPPORT MAINSTREAMING (Continued)

STATUS KEY

0 Meets standard as stated
1 Meets standard at 50% or more
0 Meets standard at less than 50%

Timeline For New Items	Element	Data Source	Standard	Status 1	2	3	Comments
			d. District financial policy which: (1) Specifies activities/materials that can be purchased with petty cash; (2) Specifies accountability and recording system; and (3) Is rated satisfactory by classroom teacher. e. A written statement describing emergency procedures to be followed in community training.				
	7.7 Transition Manual	Transition Manual	A locally referenced manual is available which includes: a. Data on local service options; b. Procedures for accessing selected services including an application packet and checklist; c. Information for parents in a role as case managers and advocates for change; and d. Information that is updated every two years.				
	*7.8 Transition Planning Committee	Supervisor Report	The LEA: a. Designates a district staff member to serve as Transition Planning Coordinator. b. Holds meeting of the committee at least twice a year. Once each semester. c. Invites representatives from educational, vocational rehabilitation and developmental agencies.				

*Item is not required but adds credit.
**Review item during each trimesterly review only until it meets standards.

E 7 AND 7 IMPLEMENTATION CHECKLIST

Accomplishment 7.0 DISTRICT PROCEDURES IN PLACE THAT SUPPORT MODEL IMPLEMENTATION (Continued)

STATUS KEY

2 Meets standard as stated
1 Meets standard at 50% or more
0 Meets standard at less than 50%

Timeline For New Items	Element	Data Source	Standard	Status			Comments
				1	2	3	
	7.9 Transition Orientation	Supervisor Report	The LEA sponsors an annual inservice for parents that focuses on transition and provides information regarding: a. Differences between school and adult service programs; b. Difference between entitlement and eligibility programs; c. Criteria for evaluating vocational and residential services; d. Range of vocational and residential service alternatives that have been developed nationally; e. Range of vocational and residential service alternatives available locally; f. Status of wait lists; g. Procedures for accessing local and state services; and h. Procedures for developing individual transition plans.				
	*7.10 Referral of students to appropriate adult service/agency	District's written statement of procedures	District has procedures in place to ensure that: a. All students with severe disabilities are referred to MRD upon reaching 16. b. All students eligible for joint funding are referred to DHR upon reaching 20. c. Parent permission is secured for such referrals. d. Appropriate information re: student abilities is sent to the receiving agency. e. Records of such referrals are kept by supervisor/special education department.				

4.3

*Item is not required but adds credit.
**Review item during each bimonthly review only until it meets standards.

E T AND T IMPLEMENTATION CHECKLIST

STATUS KEY

2 Meets standard as stated
1 Meets standard at 50% or more
0 Meets standard at less than 50%

Accomplishment 7.0 DISTRICT PROCEDURES IN PLACE THAT SUPPORT MODEL IMPLEMENTATION (Continued)

Timeline for New Items	Element	Data Source	Standard	Status 1	2	3	Comments
	7.11 Follow-up procedures are in place	District's written statement of procedure	District has proceudres in place to ensure follow-up of student outcomes on a yearly basis. This data is used to review effectiveness of current student preparation efforts. Follow-up data might include: a. Work status; b. Living assignments; c. Leisure opportunities; d. Opportunities for developing social contacts/friendship; e. Satisfaction with present status; and f. Satisfaction with school progress.				

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*Item is not required but adds credit.
**Review item during each trimesterly review only until it meets standards.

* Sample IEP
* Transition Plan
* Job Clusters and Formats
* Sample Data Sheets

* SAMPLE *

NAME: Mike M.

METHOD OF EVALUATION: Daily classroom data

REPORT CODE: C = completed, IP = in progress
NS = not started

CATEGORY: Vocational

GLOBAL GOAL: Mike will work in the community performing a variety of jobs.

ENVIRONMENT: Home/School/Community

Priority	Annual Activity Goals	Short Term Objectives	Date I	Pro. End	Mid Yr.	Mid Yr.	Prosthetic/Alternate Performance Strategies	Responsibility Timeline
1.	Community Work Mike will work independently as part of a community janitorial work crew. Activity includes: ·Checking schedule ·Preparing to go ·Traveling to work ·Getting work materials ready ·Performing work tasks ·Determining work is completed ·Preparing to leave ·Going to next activity	1.1 Mike will use a self-management notebook to initiate and prepare to go to community work site, across 2 consecutive probe weeks.					Self management notebook	Carol will develop self mgt. notebook by 9/27
		1.2 Mike will use communication notebook and bus pass to access public transit to and from work site across 2 consecutive probe weeks.					Communication book	Carol will take Mike to obtain bus pass by 9/27 Suzanne will determine bus route to job site.
		1.3 Mike will use self mgt. notebook to prepare materials & perform all job related tasks at 90% accuracy, within amount of time scheduled (2 hrs.) across 2 consecutive probe weeks.					Self mgt. notebook	Carol will supervise 5x/wk 2 hrs./day Carol will develop communication book prior to 6/8 (Mike will start using book over summer).

NAME: Mike M.

METHOD OF EVALUATION: Bi-monthly phone contacts with Mrs. M.

REPORT CODE: C = completed, IP = in progress
NS = not started

CATEGORY: Vocational

GLOBAL GOAL: Mike will perform 2 weekly tasks at home.

ENVIRONMENT: Home/School/Community

Priority	Annual Activity Goals	Short Term Objectives	Date I	Pro. End	Mid Yr.	Mid Yr.	Prosthetic/Alternate Performance Strategies	Responsibility Timeline
2.	Home Work Tasks							
	Mike will independently clean the bathroom and vacuum the house once a week.	2.1 Mike will use his computer schedule to initiate and prepare materials for his weekly chores across 3 consecutive weeks.					Computer schedule	Carol will help Mr. M. develop schedule on home computer by 10/20
	Activity includes: ·Checking schedule ·Getting materials ready ·Cleaning toilet, tub sink, take out trash ·Vacuuming ·Returning materials ·Going to next activity	2.2 Mike will follow picture schedule to clean toilet, tub, sink and empty trash, across 3 consecutive probe weeks.					Picture list of tasks	Mr. M. will monitor Mike using schedule and performing chores
		2.3 Mike will follow picture schedule to vacuum living room, bedrooms dining room and den across 3 consecutive probe weeks.					Picture list of tasks	

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NAME: Mike M.

METHOD OF EVALUATION: Bi-monthly phone contacts with Mrs. M.

REPORT CODE: C = completed, IP = in progress
NS = not started

CATEGORY: Leisure/Recreation

GLOBAL GOAL: Mike will spend 15 minutes independently engaging in leisure activity.

ENVIRONMENT: (Home)/School/Community

Priority	Annual Activity Goals	Short Term Objectives	Date I	Pro. End	Mid Yr.	Mid Yr.	Prosthetic/Alternate Performance Strategies	Responsibility Timeline
3.	Works Puzzles Mike will independently work 3 puzzles at home. Activity includes: ·Getting puzzle ·Locating flat surface ·Putting pieces together ·Cleaning up area/ puzzle ·Continuing to next activity	3.1 Mike will get out and work on a puzzle of his choice for at least 15 consecutive minutes with no more than one cue from family members.						Mrs. M. will buy Mike 3 puzzles by 9/27.

WORK: Mike M.

METHOD OF EVALUATION: Daily classroom data

REPORT CODE: C = completed, IP = in progress
NS = not started

CATEGORY: Personal Management

GLOBAL GOAL: Mike will utilize a variety of stores for grocery shopping in his community

ENVIRONMENT: home/school/community

Priority	Annual Activity Goals	Short Term Objectives	Date Intro. Initial	Date Intro. End	Mile Ste.	Mile Ste.	Prosthetic/Alternate Performance Strategies	Responsibility Timeline
6.	Grocery Shopping Mike will independently shop for canned, frozen, dairy, bakery, produce, meat, and hygiene items at Safeway, Prairie and Marketplace stores, purchasing items totalling up to $10.00. Activity includes: -Gathering materials -Travelling to store -Locating items -Paying for items -Continuing to next activity	6.1 Mike will use his self mgt. notebook to initiate and prepare to go shopping across 2 consecutive probe weeks.					Self management book	will shop with peer tutor 3x/week.
		6.2 Mike will use communication book and bus pass to travel to Safeway.					Communication book	
		6.3 Mike will use a picture list to identify brands and locate up to 10 items.					Picture list	Carol & Suzanne will generate picture list based on current grocery shopping lists
		6.4 Mike will use the "dollar up" strategy to pay for totals up to $10.00.					Mike will need 10 one dollar bills when he makes purchases at the store. Next number strategy	Mrs. M will send in list once a week.

C-2
C-3

C-2
C-3

NAME: Mike M.

METHOD OF EVALUATION: Daily classroom data

REPORT CODE: C = completed, IP = in progress
NS = not started

CATEGORY: Personal Management

GLOBAL GOAL: Mike will shop for personal items at various stores in his community.

ENVIRONMENT: Home/School/Community

Priority	Annual Activity Goals	Short Term Objectives	Date/Yr. Initial	Date/Yr. End	Mid Yr.	Mid Yr.	Prosthetic/Alternate Performance Strategies	Responsibility Timeline
5.	Shopping for Personal Items							
	Mike will independently locate and purchase clothing and personal items at Fred Meyer, Emporium & Criders.	5.1 Mike will use his self mgt. notebook to initiate and prepare to go to the store.					Picture choice list of stores	List is currently being used in class
		5.2 Mike will use a picture list to locate and select personal items and correct sizes, at 90% accuracy across 3 consecutive probe weeks.					Picture list	Mrs. M. will send in Mikes list & money to purchase personal items.
	Activity includes: -Selecting store -Travelling to store -Locating section -Selecting items -Paying -Travelling to next activity	5.3 Mike will pay for items under $10.00 using "dollar up" strategy with 100% accuracy across 3 consecutive probe weeks.					"Dollar up" strategy	Mrs. M. will assist Mike to purchase items at least 2x/month
		5.4 Mike will use communication book and bus pass to take public transportation to Fred Meyer.					Communication book	

NAME: Mike M.

METHOD OF EVALUATION: Daily classroom data

REPORT CODE: C = completed, IP = in progress
NS = not started

CATEGORY: Leisure/Recreation

GLOBAL GOAL: Mike will utilize a variety of leisure activities in his community.

ENVIRONMENT: Home/School/Community

Priority	Annual Activity Goals	Short Term Objectives	Date I	Pro. End	Mid Yr.	Mid Yr.	Prosthetic/Alternate Performance Strategies	Responsibility Timeline
6.	Library Use Mike will independently use the public and community college libraries to check out books and listen to music. Activity includes: ·Preparing to go ·Traveling to library ·Locating book/tape/ record of interest ·Checking out materials ·Reading book/listening to music ·Traveling to next activity	6.1 Mike will use self mgt. notebook to initiate and prepare to go to the library, across 2 consecutive probe weeks.					Self management notebook	Carol will develop by 9/27.
		6.2 Mike will use communication book and bus pass to take public transportation to community college campus, across 2 consecutive probe weeks.					Communication book	Carol will complete by 9/27.
		6.3 Mike will use communication notebook to choose the book, tape or record he would like to check out and acquire assistance from librarian to locate.						Carol will contact librarian about using notebook before school starts.
		6.4 Mike will read, listen to tape/ record at library for at least 20 minutes appropriately, across 2 consecutive probe weeks.					Self mgt. notebook & analog watch	Mrs. M. will buy watch and send in w/Mike first week of school.

NAME: Mike M.

METHOD OF EVALUATION: Bi-monthly parent contacts & daily classroom data

REPORT CODE: C = completed, IP = in progress, NS = not started

CATEGORY: Personal Management

GLOBAL GOAL: Mike will increase his personal management skills

ENVIRONMENT: (Home)/(School)/Community

Priority	Annual Activity Goals	Short Term Objectives	Date I	Pro. End	Mid Yr.	Mid Yr.	Prosthetic/Alternate Performance Strategies	Responsibility Timeline
7.	Showers							
	Mike will independently shower and shave daily. Activity includes: ·Determining time for shower ·Getting materials ·Undressing ·Showering (wash hair) ·Drying ·Shaving ·Dressing ·Putting away materials	7.1 Mike will follow computer schedule to determine time for nightly shower. 7.2 Mike will wash and rinse entire body at 90% accuracy across 2 consecutive weeks. 7.3 Mike will use an electric razor to shave.					Computer schedule	Carol will help develop schedule on home computer Mr. M. will monitor nightly as needed. Mrs. M. will buy Mike electric razor for Christmas.
8.	Takes Medication							
	Mike will independently take his medication at school and home. Activity includes: ·Determining time ·Getting medication ·Selecting correct amount ·Taking medication ·Putting med. away	8.1 Mike will independently check his self management notebook or computer schedule to determine time for medication, with 100% accuracy across 3 consecutive weeks.					Self mgt. notebook & computer schedule	Mr. M. will send in medical forms necessary for Carol to monitor distribution of medication.

NAME: Mike M.

METHOD OF EVALUATION: Daily classroom data

REPORT CODE: C = completed, IP = in progress
NS = not started

CATEGORY: Leisure/Recreation

GLOBAL GOAL: Mike will utilize a variety of leisure activities available within the community and school.

ENVIRONMENT: Home/School/Community

Priority	Annual Activity Goals	Short Term Objectives	Date I	Pro. End	Mid Yr.	Mid Yr.	Prosthetic/Alternate Performance Strategies	Responsibility Timeline
9.	Fast Food Restaurant Use							
	Mike will independently purchase snacks at McDonalds, Wendys & Dairy Queen. Activity includes: ·Getting materials ·Traveling to restaurant ·Ordering ·Eating ·Paying ·Going to next activity	9.1 Mike will use his communication notebook to select and order individual or combination of menu items under $3.00 w/90% accuracy across 3 consecutive probe weeks.					Communication notebook	Carol will develop by 9/27.
		9.2 Mike will pay for items using the next number strategy, single dollar bills, for items up to $3.00, across 3 cons. probe weeks.					"Dollar up" strategy	Mrs. M. will take Mike to a fast food restaurant of his choice once a week.
		9.3 Mike will use communication notebook and tokens to access public transportation to Wendys and McDonalds.					Communication notebook	
10.	Weight Lifting							
	Mike will attend and participate in regular education weight training class. Activity includes: ·Getting dressed ·Going to wt. room ·Lifting weights ·Showering/dressing ·Going to next activity	10.1 Mike will dress within 5 min. at 100% accuracy across 5 consecutive probes.					Will use lock key	Mrs. M. will send in key lock by 9/23. Carol will assign peer tutor 1st week of school.
		10.2 Mike will use free weights & universal gym with minimal assistance of peer tutor.						
		10.3 Mike will ind. shower & dress within 10 min. at 100% accuracy						

6-D

Transition Plan Date _____

Student's Name _____ Age _____ Date of Graduation _____

High School _____

Participants _____

_____

Transition Issues	Recommendations	Responsibilities					
		Parent/Guardian		School		Adult Service Provider	
		Action	Time Line	Action	Time Line	Action	Time Line
1. Income Support							
2. Vocational Placement							

Oregon High School Project: Transition Plan

Transition Issues	Recommendations	Responsibilities					
		Parent/Guardian		School		Adult Service Providers	
		Action	Time Line	Action	Time Line	Action	Time Line
3. Residential Placement							
4. Community Leisure Options							
5. Transportation							

Oregon High School Projects: Organization Plan

Organization Issues	Action Steps	Program Activities					
		Parents/Supporters		School		Role for Technical Assistance	
		Action	Time Line	Action	Time Line	Action	Time Line
6. Political Issues							
7. Differences/ Coalition							
8. Long-Term Care (Threats/Risks)							

Haryana Girls School Project: Expenditure Plan

Expenditure Heads	Description	Recurring/Non-Recurring					
		Teacher Training		School		Public Awareness Programme	
		Rs Crore	% age to total	Rs Crore	% age to total	Rs Crore	% age to total
A. Maintenance of Facility Infrastructure							
B. Incentive							

We the undersigned have participated in the development of _____'s Transition Plan and agree to carry out the recommendations specified within.

_____ _____
Parent/Date Student/Date

_____ _____
Classroom Teacher/date LEA Representative/date

Adult Service Providers:

_____ _____
/date /date

_____ _____
/date /date

_____ _____
/date /date

Definitions of Job Clusters

Definition	Examples	Non-examples
1. AGRICULTURE/NATURAL RESOURCES includes activities concerned with propagating, growing, caring for and gathering plant and animal life and products. Also includes caring for parks, gardens, and grounds.	Picking strawberries Gathering eggs Greenhouse worker Grounds keeper Tree planter	Food processor (distribution)
2. CONSTRUCTION includes any activities concerned with fabricating, erecting, installing, paving, painting, and repairing structures such as buildings or roads.	Construction worker Road construction worker Paperer's helper	Yard maintenance worker (agriculture/natural resources)
3. DISTRIBUTION includes any activities concerned with handling, processing, or retailing materials. Machinery may be involved in handling or processing operations.	Vegetable processor Stocking shelves Serving tables Sales clerk Packager	Food preparation person Kitchen helper
4. DOMESTIC AND BUILDING SERVICES includes activities concerned with providing domestic services to private households or lodging establishments, maintaining and cleaning clothing/apparel in a commercial establishment, and performing cleaning or maintenance services to the interiors of buildings.	Janitor Maid Laundry worker Dry cleaning worker Washing windows	Bus person (food preparation/ services
5. FOOD PREPARATION AND SERVICES includes activities concerned with preparing food and beverages and serving them to patrons of such establishments as hotels, clubs, restaurants. Also includes activities that maintain kitchen work areas and equipment or that maintain customer eating areas.	Busing tables Washing dishes Food counter person Kitchen helper	
6. HEALTH OCCUPATIONS includes any activities concerned with maintaining the health, comfort, or safety of individuals. Also includes activities that involve the handling of medicine or materials that are used in hospital care.	Day care attendant Nurse's assistant Nursing home volunteer Child care helper	Hospital kitchen worker (food preparation/services Hospital laundry worker (domestic and building services)
7. MANUFACTURING/MACHINE OPERATION includes activities concerned with using tools and machines to fabricate, inspect, or repair products.	Mechanic assistant Dryer operator Wood-cast machine operator Sewing controller	Packager (distribution)
8. OFFICE AND BUSINESS SERVICES includes activities concerned with recording, transcribing, maintaining, organizing, and shipping goods and materials from an office business.	Filing records Mailroom worker Messenger Running copy machine	Stocking shelves (distribution)

Vocational training formats for High School Students with Severe Handicaps

FORMAT	DEFINITION	ADVANTAGES	DISADVANTAGES
1. Individual Job Stations in the Community	A work training station in public or private sector, service or industrial setting designed to accommodate a single student. Supervision and training is initially provided by school personnel who have completed a comprehensive job analysis. Student performance is maintained through daily contact with indigenous supervisors and co-workers, with systematic follow-up by school personnel. Individual job sites may be utilized in any job or job cluster.	1. Opportunity to provide regular and frequent training in actual work environments. 2. Training may lead to employment in the worksite. 3. Regular and frequent contacts with nonhandicapped co-workers.	1. Staff intensive training format. 2. Requires high proportion of staff time to complete job development and job analysis activities. 3. Limited opportunities for job expansion within the existing site.
2. Community Work Crews	An instructional and organizational format designed to provide vocational training to up to four students in multiple public or private sector, service or industrial settings. Supervision and training are continuously provided by school personnel who have completed a comprehensive analysis of all job tasks in each worksite. Student performance is maintained through regular and frequent contact with school personnel. Crews may be utilized in any job or job cluster that allows efficient division job requirement into functional work tasks.	1. Efficient utilization of staff for vocational training. 2. Opportunities to teach generalized work skills. 3. Opportunities for job expansion within and across work sites. 4. Regular and frequent contacts with nonhandicapped co-workers. 5. Training opportunities not limited to a single work site or job cluster	1. Little opportunity to fade trainer presence. 2. Limited opportunities to work in crews after high school. 3. Difficult to schedule sufficient training time for all students during crew start-up. 4. Increased resources required for travel.
3. Centralized Work Training Sites	An instructional and organizational format designed to provide vocational training to up to ten students in a single public or private sector, service or industrial settings. Supervision and training is continuously provided by school personnel, with assistance from indigenous supervisors or co-workers. Job assignment and design is based on a comprehensive analysis of all jobs on the work site. Centralized Work Training sites may be utilized in any job or job cluster that allows efficient division of job requirements into functional work tasks.	1. Efficient utilization of staff for vocational training. 2. Opportunities to teach generalized work skills. 3. Opportunities for job expansion within and across work sites. 4. Regular and frequent contacts with nonhandicapped co-workers. 5. Training not limited to a single job cluster. 6. Work tasks may be designed to match post-school employment opportunities.	1. Difficult to schedule sufficient training time for all students during start-up. 2. Requires staff assignment to central site.

ACTIVITY: Grocery Shopping STUDENT:_____

Correct = _____ Correction Procedure:_____

Error = _____ _____

Level of Assistance:_____

Date:	___	___	___	___	___	___	___	___	___	___
12.Goes to next activity_____12	12	12	12	12	12	12	12	12	12	12
11.Leaves_____11	11	11	11	11	11	11	11	11	11	11
10.Receives change/items_____10	10	10	10	10	10	10	10	10	10	10
9.Pays_____9	9	9	9	9	9	9	9	9	9	9
8.Greets cashier_____8	8	8	8	8	8	8	8	8	8	8
7.Locates cashier_____7	7	7	7	7	7	7	7	7	7	7
6.Determines when through_____6	6	6	6	6	6	6	6	6	6	6
c. Price_____c	c	c	c	c	c	c	c	c	c	c
b. Size_____b	b	b	b	b	b	b	b	b	b	b
a. Brand_____a	a	a	a	a	a	a	a	a	a	a
5.Locates specific items_____5	5	5	5	5	5	5	5	5	5	5
4.Locates sections_____4	4	4	4	4	4	4	4	4	4	4
b. Cart/basket_____b	b	b	b	b	b	b	b	b	b	b
a. List/other_____a	a	a	a	a	a	a	a	a	a	a
3.Prepares to shop_____3	3	3	3	3	3	3	3	3	3	3
2.Travels to store_____2	2	2	2	2	2	2	2	2	2	2
1.Prepares to go_____1	1	1	1	1	1	1	1	1	1	1
Circle 'A' if absent:	A	A	A	A	A	A	A	A	A	A
Trainer:	___	___	___	___	___	___	___	___	___	___
Start Time:	___	___	___	___	___	___	___	___	___	___
Stop Time:	___	___	___	___	___	___	___	___	___	___
Total Minutes:	___	___	___	___	___	___	___	___	___	___

Comments:_____

INSTANCE MONITORING - GROCERY SHOPPING

Date:	Store:	Items Purchased:	Amount:	Comments:

ACTIVITY: FAST FOOD RESTAURANT
STUDENT:_____

Correct = _____ Correction Procedure:_____

Error = _____ _____

Level of Assistance:_____

	Date:									
12.Goes to next activity_____12	12	12	12	12	12	12	12	12	12	12
11.Cleans up self/area_____11	11	11	11	11	11	11	11	11	11	11
10.Determines when to go_____10	10	10	10	10	10	10	10	10	10	10
9.Eats_____9	9	9	9	9	9	9	9	9	9	9
8.Takes item(s) to seat_____8	8	8	8	8	8	8	8	8	8	8
7.Retrieves item(s)_____7	7	7	7	7	7	7	7	7	7	7
6.Pays for item(s)_____6	6	6	6	6	6	6	6	6	6	6
5.Orders item(s)_____5	5	5	5	5	5	5	5	5	5	5
4.Determines if can afford____4	4	4	4	4	4	4	4	4	4	4
3.Chooses item_____3	3	3	3	3	3	3	3	3	3	3
2.Travels to restaurant_____2	2	2	2	2	2	2	2	2	2	2
1.Prepares to go _____1	1	1	1	1	1	1	1	1	1	1
Circle 'A' if absent: A	A	A	A	A	A	A	A	A	A	A
Trainer:___	___	___	___	___	___	___	___	___	___	___
Start Time:___	___	___	___	___	___	___	___	___	___	___
Stop Time:___	___	___	___	___	___	___	___	___	___	___
Total Minutes:___	___	___	___	___	___	___	___	___	___	___

Comments:_____

_____

_____

INSTANCE MONITORING - FAST FOODS

Date:	Restaurant:	Items Purchased:	Amount:	Comments:

ACTIVITY: _____ Student: _____

Correct = _____ Correction Procedure: _____

Error = _____ _____

Level of Assistance: _____

Date:															
15. _____	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14. _____	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13. _____	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12. _____	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11. _____	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10. _____	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9. _____	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8. _____	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7. _____	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6. _____	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5. _____	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4. _____	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3. _____	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2. _____	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1. _____	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Circle 'A' if absent:	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Start time:															
Stop time:															
Total Minutes:															

Comments/Program Changes: _____

Common Questions About

THE EMPLOYMENT TRAINING AND TRANSITION MODEL

What are the benefits of ET&T implementation to the severely handicapped students in the participating classroom?

Students achieve greater independence both at home and in the community following graduation (if parent allows--some do not); they receive training in work skills and in self-management skills (scheduling time, making choices, problem solving, time management); and have an increased ability to use leisure time appropriately. In addition, students benefit from state-of-the-art teaching technology and increased instructional time, from increased contact with non-handicapped people, and from learning a functional curriculum focused on adulthood. Project data indicates that improvements in students' lifestyles also take place following model implementation. After following students in ET&T classrooms over a year, the data show a significant increase in student performance of activities in integrated community settings. Students in ET&T classrooms are spending more time in community settings engaged in leisure activities, personal management tasks such as shopping, and work as a result of their participation in the model. In other words, ET&T activities have an impact on students' quality of life outside of school.

Aren't severely handicapped students too vulnerable to expose the community by themselves?

The notion that handicapped persons are more vulnerable to community risk may be addressed in two ways:

1. Severely handicapped persons are only vulnerable if they are not adequately trained. The outcome of training for adaptive community behaviors has been well documented.

2. The "dignity of risk" (Brooks, 1972) is an important aspect of learning for everyone. Handicapped students have the right not to be overly protected and hence restricted from the opportunity for community integration. The key is supervised training so that risk is minimized. Handicapped citizens, like everyone else, have the right to reasonable freedom from duress.

Aren't severely handicapped students too slow and too dependent to be out in the community? Don't these persons annoy other citizens?

This question has a multifaceted response:

1. Many individuals--the elderly, individuals with disorders or lives in exile--may also respond more slowly. Society is generally tolerant of them.

2. A handicapped individual sometimes looks slow or inappropriately due to a lack of training or exposure; therefore, better training over time will eliminate the "annoyance" to other citizens.

3. Handicapped individuals are members of the local community and have the same right as anyone to services and opportunities as anyone else. Personal inconvenience is an excuse, not a reason, for segregation or denial of access.

4. Prejudice against a minority group is reduced by exposure to its members, making this a compelling argument for integration in the schools and in the community. Successful trained, handicapped citizens then are their own best advocates.

How will emphasis on community learning mean that academic skills will no longer be taught?

Training of academic skills will not be abandoned, but will be taught in context rather than in isolation. Reading, math, or language skills will be taught in the context of valued activities such as shopping, cooking, or riding the bus. Treatment of academic skills is influenced by the concept of "opportunity cost". Given limited instructional time and many activities that could be taught, it is important to spend educational time in those areas that will maximize success after leaving school. For a student with a severe handicapping condition, it is considerably more important to learn community and job skills than to learn more math, adjectives, or sight words.

Can severely handicapped individuals actually learn to use community stores and services? Isn't it unrealistic to think of them participating in community activities?

Severely handicapped students may learn more slowly or need to apply procedures devised or alternate procedures developed to successfully function in the community. It is likely that lack of skill is due to lack of training and access, not lack of ability.

Will an IEP conference be more expensive to operate than a teacher-level assembly always?

No, the IEP model has been designed to fit whatever resources are regularly available to the classroom. It will likely, however, it will be necessary to allocate those resources in a different way.

[illegible] [illegible] [illegible] [

Is STeT an appropriate undertaking? Is the idea itself credible? Are the model developers reputable and knowledgeable?

The development of STeT was supported by a contract from the Special Education Program, U.S. Department of Education, to the University of Oregon and the Lane Education Service District. Prior to the contract, the University and Lane ESD staff had collaborated on a number of other projects related to secondary education for severely handicapped students. Staff are experienced in teaching, program development, staff training, research, and program administration. The concepts of age-appropriate, integrated, community-based, and activity-oriented training for high school students with severe handicaps appear throughout contemporary program literature across the nation.

What are the benefits of STeT implementation to the participating parents?

Parents are able to give planning and program-evaluation assistance, to receive specific outcome information on their son's/daughter's program, to coordinate home and school/community programs with the teacher, to see increased independence of their son or daughter, to use sets of materials developed by STeT, to actively participate in transition planning, and to have increased involvement in goal setting.

Don't some components of ETaT actually duplicate the responsibilities of adult service programs?

The ETaT model does include some components that can be expected to be in the work domain of adult service agencies. However, many adult service agencies are not familiar with the service needs of severely handicapped students and find it difficult to respond with adequate services. The goal of the program is to provide information about students to the representatives of these agencies that would allow them to do better planning. The process of transition requires early involvement of all participants (school, parents, adult service agencies) in the future planning for an individual student. All potential service providers need to work together before, not after, high school completion.

* Resource List

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SPECIALIZED TRAINING PROGRAM

Materials and Information List

The Specialized Training Program is an organization committed to research and training on the development, implementation, and evaluation of community-based systems for supporting students and adults with severe disabilities.

AVAILABLE DIRECTLY FROM THE SPECIALIZED TRAINING PROGRAM

ADULT VOCATIONAL SERVICES

Order No.	Title	
A.1	Bellamy, G. T., & Horner, R. H. (Eds.) (Revised 1984). Specialized Training Program Sanctuworks Model Operations Manual.	$60.00
A.2	Bellamy, G. T., Horner, R. H., Sheehan, M. R., & Boles, S. M. (1982). Structured employment and workshop reform: Equal rights for severely handicapped individuals. In J. Lapedakis, J. Braley, & J. Lowitt (Eds.), Work, services and change: Proceedings from the National Institute on Rehabilitation Facilities. Washington, DC: National Association of Rehabilitation Facilities. Reprinted in The Australian Journal of Special Education, 6(1), pp. 15-22.	$4.70
A.3	Bellamy, G. T., Rhodes, L. E., Bourbeau, P. E., & Mank, D. M. (1982). Mental retardation services in sheltered workshops and day activity programs: Consumer outcomes and policy alternatives. In F.R. Rusch (Ed.), Competitive employment: Service delivery models, methods, and issues. Baltimore: Paul H. Brookes.	$3.80
A.4	Bellamy, G. T., Rhodes, L. E., Wilcox, B., Albin, J., Mank, D. M., Boles, S. M., Horner, R. H., Collins, M., & Turner, J. (1984). Quality and equality in employment services for adults with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 9(4), pp. 270-277.	$1.80
A.5	Bellamy, G. T., Sheehan, M. R., Horner, R. H., & Boles, S. M. (1980). Community programs for severely handicapped adults: An analysis of vocational opportunities. Journal of the Association for Persons with Severe Handicaps, 5(4), pp. 307-326.	$2.10
A.6	Boles, S. M., & Wheeler, R. W. (1981). Microcomputers in social service systems. Proceedings of the Johns Hopkins First National search for applications of computing to aid the handicapped. (IEEE No. THO092-7, pp. 86-101).	$1.00
A.7	Buckley, J., & Bellamy, G. T. (1985). Day and Vocational Programs for Adults with Severe Disabilities: A National Survey. In P. Ferguson (Ed.) (1986). Issues in transition research: Economic and social outcomes, pp. 1-12. Eugene, OR: University of Oregon, Center on Human Development.	$1.10

A.8 P. Ferguson (Ed.), (1986). Issues in transition research: Economic and social outcomes, pp. 1-12. Eugene, OR: University of Oregon, Center on Human Development. $1.10

A.9 Horner, R. H., Eberhard, J., & Sheehan, M. (1986). Generalization of table busing skills with moderately and severely retarded adolescents. Behavior Modification, 10, pp. 457-471. $1.50

A.10 Lynch, W. F., Slovic, R., Burnham, M. H. (1986). Supported Employment: A New Way To Work. (1/2" VHS, 20 minutes) $35.00

A video designed to inform parents about the nature, function, and value of supported employment. Appropriate for anyone interested in a general understanding of the subject. Four types of programs are covered: individual supported jobs, enclaves, mobile crews, and benchwork. Accompanied by a transcript and a short paper on parents' role in promoting supported employment. Produced by the Parents' Graduation Alliance.

A.11 Mank, D. M., & Horner, R. H. (in press). Self-recruited feedback: A cost-effective procedure for maintaining behavior. Applied Research in Mental Retardation. $1.50

A.12 Rhodes, L. E., & Valenta, L. (1984). Industry-based supported employment: An enclave approach. The Journal of the Association for Persons with Severe Handicaps, 10(1), pp. 12-20. $1.70

A.13 Sowers, J., Lundervold, D., Swanson, M., & Budd, C. (1980). Competitive employment training for mentally retarded adults: A systematic approach. Unpublished manuscript. Eugene, OR: University of Oregon. $14.00

SECONDARY PROGRAMS FOR SEVERELY HANDICAPPED STUDENTS

S.1 Albin, R. W., McDonnell, J. J., & Wilcox, B. (1987). Designing interventions to meet activity goals. In B. Wilcox & G. T. Bellamy (Eds.), A comprehensive guide to the Activities Catalog: An alternative curriculum for youth and adults with severe disabilities. Baltimore: Paul H. Brookes. $1.50

S.2 Bellamy, G. T., Rose, H., Wilson, D., & Clarke, J. Y. (1982). Strategies for vocational preparation. In B. Wilcox and G. T. Bellamy, Design of high school programs for severely handicapped students. Baltimore: Paul H. Brookes. $1.25

S.3 Bellamy, G. T., & Wilcox, B. L. (1981). From school to what? Transition services for students with severe handicaps. Paper prepared for the Wales/OECD Seminar on "The Handicapped Adolescent," Cardiff, Wales. $1.45

S.4 Bellamy, T., Wilcox, B., McDonnell, J., & Sowers, J. (1982). Improving vocational services for severely handicapped individuals: Strategies for parent involvement. National Parent Conference Requiring Extensive Special Education, Special Education Services, U.S. Department of Education. $2.30

S.5 Bellamy, G. T., Wilcox, B., Rose, H., & McDonnell, J. J. (1985). Education and career preparation for youth with disabilities responsible for services to persons with severe handicaps. Journal of Adolescent Health Care, 6, pp. 125-135. $1.00

S.6 Essig, D. (1983, April). Hey, Barb, where's the severely handicapped room? The high school principal's role in facilitating the integration of students with severe handicaps. Confederation of Oregon School Administrators. $0.50

S.7 Horner, R. H. (1986). Generalization and motor control: Implications for instruction with learners who exhibit severe disabilities. In M. G. Wade (Ed.), Motor skill acquisition in the mentally handicapped (pp. 243-256). Amsterdam: North Holland Publishing Company. $1.50

S.8 Horner, R. H., Albin, R. W., & Ralph, G. (1986). Generalization with precision: The role of negative teaching example in the instruction of generalized grocery item selection. Journal of the Association for Persons with Severe Handicaps, 11(4), pp. 300-308. $1.50

S.9 Horner, R. H., Bellamy, G. T., & Colvin, G. T. (1984). Responding in the presence of nontrained stimuli: An applied analysis of generalization. Journal of the Association for Persons with Severe Handicaps, 9, pp. 287-296. $1.50

S.10 Horner, R. H., & Budd, C. M. (1985). Teaching manual sign language to a nonverbal student: Generalization of sign use and collateral reduction of maladaptive behavior. Education and Training of the Mentally Retarded, 20, pp. 39-47. $1.90

S.11 Horner, R. H., McDonnell, J. J., & Bellamy, G. T. (1986). General case instruction in simulation and community settings. In R. Horner, L. Meyer, & H. Fredericks (Eds.), Education of learners with severe handicaps: Exemplary service strategies (pp. 289-334). Baltimore: Paul H. Brookes. $1.00

S.12 Horner, R. H., & Rose, H. (1982). Direct instruction with severely handicapped students taking direct instruction to the community. Direct Instruction News, 1(4), pp. 3-5. $0.75

S.13 Horner, R. H., Sprague, J., & Wilcox, B. (1982). General case programming for community activities. In B. Wilcox & G. T. Bellamy, Design of high school programs for severely handicapped students. Baltimore: Paul H. Brookes. $1.50

S.14 Horner, R. H., Williams, J. A., & Knobbe, C. (1985). The effects of "Opportunity to Perform" on the maintenance of skills learned by high school students with severe handicaps. Journal of the Association for Persons with Severe Handicaps, 10, pp. 172-175. $1.50

S.15 Lapp, J., Passenger, B., & Wilcox, B. (1982). Community-based training: Adaptations for students with multiple handicaps. Unpublished manuscript. Eugene, OR: University of Oregon, Specialized Training Program. $2.00

S.16 McDonnell, J. J. (1984). Teaching generalized community skills to students with severe handicaps: Guidelines for using classroom based simulation. Direct Instruction News, 4(1), pp. 5-6. $1.00

S.17 McDonnell, J. J., & Horner, R. H. (1985). Effects of in vivo and simulation-plus-in vivo training on the acquisition and generalization of a grocery item search strategy by high school students with severe handicaps. Analysis and Intervention in Developmental Disabilities, 5, pp. 323-344. $1.25

S.18 McDonnell, J. J., Wilcox, B., Boles, S. M., & Bellamy, G. T. (1985). Transition issues facing youth with severe disabilities. Parents' perspective (A Brief Report). Journal of the Association for Persons with Severe Handicaps, 10(1), pp. 61-65. $1.25

S.19 McDonnell, J., Wilcox, B., Boles, S. M., & Bellamy, G. T. (1985). Issues in the transition from school to adult services: A survey of parents of secondary students with severe handicaps. Unpublished manuscript. Eugene, OR: University of Oregon, Specialized Training Program. $1.25

S.20 McDonnell, J. J., Wilcox, B., Eberhard, J., Knobbe, C., Shelton, R., & Verdi, M. (1982). A catalog of alternative performance systems for high school students with severe handicaps. Eugene, OR: Unpublished manuscript, University of Oregon. $5.00

S.21 Rose, H., & Horner, R. H. (1982). Avoiding response distortion with severely handicapped students. Direct Instruction News, 2(1), 4-14. $0.75

S.22 Sprague, J., & Horner, R. H. (1984). An experimental analysis of generalized vending machine use with severely handicapped students. Journal of Applied Behavior Analysis, 17, pp. 273-278. $2.30

S.23 Sprague, J., & McDonnell, J. J. (1984). Effective use of secondary age peer tutors: A resource manual for classroom teachers. Unpublished manuscript. Eugene, OR: University of Oregon, Specialized Training Program. $4.25

S.24 Sprague, J., Mix, M., Wilcox, B., Styer, C., & Biber, B. (1983). Self-monitoring procedures for high school students with severe handicaps. Unpublished manuscript. Eugene, OR: University of Oregon. $2.25

S.25 Sprague, J., Paeth, M. A., & Wilcox, B. (1983). Community work crews for severely handicapped high school students. Unpublished manuscript. Eugene, OR: University of Oregon. $5.00

S.26 Sprague, J., & Wilcox, B. (1984). Organizing a social service club for handicapped and nonhandicapped students. Unpublished manuscript. Eugene, OR: University of Oregon, Specialized Training Program. $3.00

S.27 Wilcox, B., McDonnell, J., Rose, H., & Bellamy, G. T. (1986). Integrating adolescents with severe handicaps into the public school system: A case study. In L. Visile (Ed.), Integration of the Secondary Handicapped in Secondary Schools. Paris: Organization for Economic Cooperation and Development. $2.50

S.28 Williams, J. A., & Horner, R. H. (1985). Teaching general case street crossing: A curriculum package. Eugene, OR: University of Oregon. $10.00

S.29 Williams, J. A., & Horner, R. H. (1985). Teaching generalized telephone use: A curriculum package. Eugene, OR: University of Oregon. $10.00

S.30 Williams, J. A., & Horner, R. H. (1986). General case cooking instructional package. Eugene, OR: University of Oregon. $15.00

S.31 Williams, J. A., & Horner, R. H. (1986). Teaching generalized grocery shopping: An instructional package. Eugene, OR: University of Oregon. $10.00 [without photographic materials]

RESIDENTIAL PROGRAMS

R.1 Newton, S., Romer, M., Bellamy, G. T., Horner, R. H., & Boles, S. M. (1983). Neighborhood Living Project Group Home Operations Manual. Eugene, OR: University of Oregon, Center on Human Development. $30.00

The Neighborhood Living Project Operations Manual for Specialized Group Homes describes standardized systems and procedures for managing a small group home for individuals with severe handicaps.

R.2 Newton, S., Romer, M., Bellamy, G. T., Horner, R. H., & Boles, S. M. (1983). Neighborhood Living Project Tenant Support Operations Manual. Eugene,OR: University of Oregon,Center on Human Development. $30.00

The Neighborhood Living Project Operations Manual for Intensive Tenant Support programs describes standardized systems and procedures for managing a small residential program that provides services to individuals with severe handicaps living in apartment settings. The purposes of the manual are identical to those of the manual for group home programs.

R.3 Newton, J. S. (1986). Neighborhood Living Project Basic Inservice Training Package. Eugene, OR: University of Oregon, Center on Human Development. $10.00

This package, which consists of eight learner-guided, programmed "modules", is designed to help staff members teach themselves how to perform the basic responsibilities and duties of a staff person in a residential program using the Neighborhood Living Model.

R.4 Newton, J. S., & Horner, R. H. (1986). Neighborhood Living Program Advanced Training Package. Eugene, OR: University of Oregon, Center on Human Development. $5.00

This package is a learner-guided manual that introduces staff in residential programs to more advanced concepts and procedures for assisting people with severe disabilities to learn adaptive skills.

R.5 Bellamy, G. T., & Horner, R. H. (1986). Beyond High School: Residential and Employment Options After Graduation. In M. E. Snell (Ed.), Systematic Instruction of Persons with Severe Handicaps (3rd Edition). Columbus, OH: Charles E. Merrill. $1.50

R.6 Bellamy, G. T., Newton, J. S., LeBaron, N. M., & Horner, R. H. (1986). Toward Lifestyle Accountability in Residential Services for Persons with Mental Retardation. Unpublished manuscript. University of Oregon, Specialized Training Program. $2.20

R.7 Boles, S. M., Horner, R. H., & Bellamy, G. T. (1986). Transition to supported living: One example. Unpublished manuscript. University of Oregon, Specialized Training Program. $2.20

R.8 Newton, J. S., Boles, S., Romer, M., Bellamy, G. T., & Horner, R. H. (1985). Final report: Deinstitutionalization models for severely handicapped children and youth (Grant No. 300-81-0406). Eugene, OR: University of Oregon, Center on Human Development. $8.00

R.9 Romer, L. T. (1986). Community-based residential options for persons with severe/multiple disabilities: Impact of services on people's lifestyles. Unpublished manuscript. Eugene, OR: University of Oregon. $2.30

FAMILIES

P.1 Fact Sheets (1-2 page summaries of issues and data in Oregon) $0.25 each

.From School to What? (1985).
.People With Developmental Disabilities: Where Do They Live? (1985).
.People With Developmental Disabilities: Where Do They Work? (1985).
.People With Developmental Disabilities: What Happens In High School?
.Parents' Graduation Alliance - The First Two Years. (1985).

P.2 Slovic, R. The Parents' Graduation Alliance: Transition Support for Students Who Are Severely Handicapped:Project Overview.10 pp $0.40

P.3 Information on PGA Team Organization and Activities $4.50

Project Description.
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How to Participate in Hearings and Public Meetings.
How to Get on Advisory Boards.
How to Set Up a Speakers Bureau.
How to Obtain TV and Radio Coverage.
Sample Press Release and Public Service Announcement.

P.4 Ferguson, P. M., & Ferguson, D. L. (1987). Parents and professionals: A literature review. In P. Knoblock (Ed.), An introduction to special education. Boston: Little, Brown. $6.00

P.5 Ferguson, D. L., & Ferguson, P. M. (1986). Families in transition: A qualitative study of parents' perspectives of the move from school to adult life for their children with severe handicaps. $1.50

P.6 McDonnell, J., Sheehan, M., & Wilcox, B. with assistance from Nettekoven, L., Ramsey, B., & Slovic, R. (1985). Effective transition from school to work and adult services: A procedural handbook for parents and teachers. $4.50

P.7 Slovic, R., Ferguson, D. L., Ferguson, P. M., & Johnson, C. (1986). GUIDES: A peer support program for severely handicapped students in transition. $0.80

P.8 Wilcox, B. Building a directory of local programs. $1.15

P.9 Wilcox, B. Formal transition planning. $0.55

P.10 Wilcox, B. IEP checklist, transition plan, and transition checklist. $0.70

AVAILABLE FROM OTHER SOURCES:

0.1 Bellamy, T., Horner, R., & Inman, D. (1979). Vocational habilitation of severely retarded adults: A direct service technology. Austin: Pro Ed Publishing. A book describing the task analysis, training, and production supervision techniques that have evolved in our vocational programs for severely and profoundly retarded individuals. Available from: Pro Ed, 5341 Industrial Oaks Boulevard, Austin, Texas 78735.

0.2 Bellamy, T., O'Connor, G., & Karan, O. (Eds.). (1979). Vocational rehabilitation of severely handicapped adults: Contemporary services strategies. Austin: Pro Ed Publishing. An edited book that describes our approach to sheltered employment along with that of several other exemplary projects. Available from: Pro Ed, 5341 Industrial Oaks Boulevard, Austin, Texas 78735.

0.3 Bellamy, G. T., Rhodes, L. E., & Albin, J. M. (1986). Supported employment (Chapter 9). In W. Kiernan & J. Stark (Eds.), Pathways to employment for developmentally disabled adults (pp 129-138). Available from: Paul H. Brookes Publishing, PO Box 10624, Baltimore, Maryland 21204.

0.4 Bellamy, G. T., Sowers, J., & Bourbeau, P. (1983). Work and work-related services: Post-school options for students with severe handicaps. In M. E. Snell (Ed.), Systematic instruction for the moderately and severely handicapped (2nd ed.). Available from: Charles E. Merrill, Columbus, Ohio. [Also available from Specialized Training Program, 135 College of Education, University of Oregon, Eugene, OR 97403 -- $2.00]

0.5 Bellamy, T., Wilson, D., Adler, E., & Clarke, J. (1980). A strategy for programming vocational skills for severely handicapped youth. Exceptional Education Quarterly, 1, pp. 85-98. [Also available from Specialized Training Program, 135 College of Education, University of Oregon, Eugene, Oregon 97403 -- $1.50]

0.6 Clarke, J. Y., Greenwood, L., Abramowitz, D., & Bellamy, T. (1980). Summer jobs for vocational preparation of moderately and severely retarded adolescents. Journal of the Association for the Severely Handicapped, 1980, 5, pp. 24-37. [Also available from Specialized Training Program, 135 College of Education, University of Oregon, Eugene, Oregon 97403-- $1.50]

0.7 Ferguson, D. L., & Senko, D. (1986). Evening phone hours. Teaching Exceptional Children, 18, pp. 287-288. [Also available from Specialized Training Program, 135 College of Education, University of Oregon, Eugene, Oregon 97403-- $.50]

0.8 Ferguson, D. L. (1984). Parent advocacy network. The Exceptional Parent, 14(2), pp. 41-45. [Also available from Specialized Training Program, 135 College of Education, University of Oregon, Eugene, OR 97403-- $1.00]

0.9 Mank, D. M., Rhodes, L. E., & Bellamy, G. T. (1986). Four supported employment alternatives. In W. E. Kiernan & J. A. Stark (Eds.), Pathways to employment for adults with developmental disabilities (pp. 139-153). Available from: Paul H. Brookes Publishing, PO Box 10624, Baltimore, Maryland 21204.

0.10 Paine, S. C., Bellamy, G. T., Wilcox, B. (Eds.). (1984). Human services that work. Baltimore: Paul H. Brookes. Available from: Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21204.

0.11 VOCSKILLS: Benchwork Skills, Machinery Use, Cleaning, Resource Manual. A vocational training program. Available from: IDEAL Developmental Labs, P.O. Box 27518, West Allis, Wisconsin 53227.

0.12 Wilcox, B., & Bellamy, G. T. (1987). The Activities Catalog: An alternative curriculum for youth and adolescents with severe disabilities. Available from: Paul H. Brookes Publishing, PO Box 10624, Baltimore, MD 21285-0624.

0.13 Wilcox, B., & Bellamy, G. T. (1987). A comprehensive guide to The Activities Catalog. Available from: Paul H. Brookes Publishing, PO Box 10624, Baltimore, MD 21285-0624.

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